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ABSTRACT

The Oregon Educational Act for the 21st Century was passed to restructure the public school system to address past shortcomings and to prepare for the future. The act provided a blueprint for 10 task forces appointed by the Superintendent for Public Instruction to explore ways to initiate and implement reform. This report contains summaries of those committees' work: their definitions and beliefs, recommendations, and documents which have guided their decision making. The task forces included nongraded primary, middle education level, Certificate of Initial Mastery, Certificate of Advanced Mastery, school choice, alternative learning environments, extended school day/year, employment of minors, integration of social services, and site-based decision making. Appendices of each task force report summary include documents and information used in making recommendations and the names of task force members with their affiliations. (JPT)

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— Task Force Reports—

SUMMARIES

Revised December 1992

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CONTENTS

Foreword

Task Force Report Summaries
- Non-Graded Primary
- Middle Education Level
- Certificate of Initial Mastery
- Certificate of Advanced Mastery
- School Choice
- Alternative Learning Environments
- Extended School Day/Year
- Employment of Minors
- Integration of Social Services
- Site Based Decision Making

Timeline for HB 3565
Pilot Programs

FOREWORD

Educational reform has been on the Oregon agenda for the last ten years. In 1983, A Nation At Risk, the report of the National Commission on Excellence in Education, concluded that education was being eroded by mediocrity, that declines in performance were in part due to the educational process, that public school curricula were inadequate, that the nation was behind other industrialized nations in hours spent on basic subjects and time spent in school, and that teachers were underpaid, undertrained, underqualified, and in short supply. Oregon's response was rapid:

- The State Board of Education reassessed education policy and issued "An Action Plan for Excellence" which shifted the state perspective from means and methods to learning outcomes and performance as the basis for defining quality school programs. The result has been statewide curricula developed by the Department of Education and statewide assessment to measure the objectives of those curricula.

- The Legislature passed House Bill 2020 (1987) which established funding to encourage school improvement and innovation at the building level through goal setting by site committees in areas of curriculum, staff development, and restructuring. It also provided funds for support of beginning teachers paired with mentors.

- The Legislature passed House Bill 2001 (1989) which encouraged districts to undertake restructuring in school operations and professional relationships, and established a waiver process for statutes and rules to allow change to occur.

The culminating effort is The Oregon Educational Act for the 21st Century, the most far reaching restructuring of a public school system to occur during this century. The Act provided a blueprint for ten task forces appointed by the Superintendent of Public Instruction to explore ways to initiate the reforms and provide guidance for implementation. The task forces and their missions follow:

Non-Graded Primary: To make recommendations as to the feasibility of implementing non-graded programs and to provide guidelines in the areas of developmentally appropriate practices, child-adult ratio, parent involvement, comprehensive social services, and cultural and linguistic relevance.

Middle Education Level: To develop plans to ensure that school restructuring addresses the needs of the student between early childhood and Certificate of Initial Mastery level.

Certificate of Initial Mastery: To provide a set of clearly defined outcomes, scales describing ranges of student performance for mastery, and processes for judging them.

Certificate of Advanced Mastery: To create programs that prepare all youth with a level of achievement to pursue college, professional technical associate degrees, apprenticeships or skilled employment including development of endorsements and at least six broad occupational categories that students may pursue.

School Choice: To develop guidelines to help the State Board and Department of Education identify obstacles that impede choice of public schools in terms of transportation, laws, rules, and policies.

Alternative Learning Environments: To develop guidelines for learning environments, including learning centers to assist all students including those who have left school, to achieve the Certificate of Initial Mastery and the Certificate of Advanced Mastery.

Extended School Day/Year: To weigh the cost of adding more time to the school day and year and examine models currently being used for such a restructuring of time; also, to examine current research about how such time changes affect student learning.

Employment of Minors: To propose rules regarding employment of students during the school year who have not yet obtained Certificates of Initial or Advanced Mastery.

Integration of Social Services: To provide a set of recommendations for school-linked collaborative efforts which can reduce barriers and impediments in providing services to children and families.

Site Based Decision Making: To recommend changes in statutes that clarify the definitions and roles of school councils and prepare guidelines for districts establishing 21st Century Schools Councils and school based decision making.

Following are brief summaries of the work of those ten task forces to date: their definitions and beliefs, recommendations, and documents which have guided their labors. This is a work in progress and should not be viewed as complete or irrevocable. It is the first step in a long developmental process. A timeline for the development and implementation of the reform act is included as is a listing of pilot programs now in place throughout the state.

The Oregon Educational Act for the 21st Century has become a national blueprint for restructuring the public school system. All Oregonians can consider themselves architects for that reform. Through long hours of hard work, the ten task forces have presented us with working drawings for the future. They have set the direction. They now want to hear from you — the education community and the public. Your recommendations will help to shape the policies of the State Board and the Oregon Department of Education.

Full task force reports are available from the 21st Century Schools Office, 373-7118.

NON-GRADED PRIMARY

WHAT it is:

A non-graded primary is a heterogeneous grouping of mixed ages of children in a classroom setting without regard to the number of years those children may have been in school. The classroom setting provides a developmentally appropriate curriculum and a learning environment based upon each child's individual needs.

Recognition of the importance of early childhood education exists across the nation. In Oregon, the Oregon Progress Board has identified a lead benchmark that parallels the first National Goal: *By the year 2000, all children in America will start school ready to learn*. The Oregon State Board of Education and the State Superintendent of Public Instruction have made early childhood education a top priority of the Department of Education. The Oregon Legislature, by the Oregon Educational Act for the 21st Century, has called for full funding of Oregon prekindergarten by 1998 and required the Department of Education to develop model early childhood programs and to study developmentally appropriate non-graded primary programs.

Accordingly, the Non-Graded Primary Task Force was formed to report to the State Board of Education on the feasibility of implementing non-graded primary programs in all school districts and to recommend a funding formula and process that meets local needs and includes essential strategies that meet those needs and the mandates of the reform act.

The task force, guided by research and recommended best practices, found that the primary issue in early childhood education is developmentally appropriate practices and support services that will meet the needs of all children and families. The task force recognizes that parents and families are full and primary partners in the education of their children.

Task Force Recommendations to the State Board of Education:

Parents and Community:

- School districts should form collaborative agreements with social service agencies to increase parents' knowledge and access to appropriate services for children and families. School districts should collaborate with other agencies to provide space for social service agencies that will be centrally located for easy access to the school community, within, or as close to the school site as possible.

1

- School districts should identify preventive services for all children as a priority and resources for these services should be focused at the earliest possible level. Preventative services should be assessed on an individual basis by a multidisciplinary team and provided in the most appropriate setting.

- School districts should collaborate with other agencies and child care providers to ensure that after-school child care is available to all who need it.

- The following strategies should be considered in the development of parent or guardian participation and education regarding developmentally appropriate practices for young children: staff development in how to involve families, schools, social services agencies, and communities; collaboration to design outreach plans for families and children, beginning at birth; and parent training in child development and how children learn.

Staffing:

- There should be one teacher to 15-18 students or no more than 25 with two adults, one of whom may be a full-time educational assistant. School districts should reduce the number of students in each primary program, kindergarten through grade 3, by a minimum of two students each year. By the year 1998, all primary programs, kindergarten through grade 3, should reflect the recommended adult-student ratio.

- Trained classified, other support personnel, and all special services staff should be involved in the child's primary classroom setting, where appropriate, to support the instructional programs.

- Districts should require and provide inservice training in developmentally appropriate practices for administrative and teaching staff. By the year 2000, Oregon should require an early childhood endorsement for all primary program prekindergarten through grade 3 teachers. Preparation for this endorsement should be accessible in all geographic areas.

Program:

- It is feasible for all school districts in Oregon to implement developmentally appropriate practices in the primary program, kindergarten through grade 3.

- The National Association for Education of Young Children curriculum and assessment guidelines should be used as guidelines for the Oregon Primary Program, kindergarten through grade 3.

- Developmentally appropriate programs should provide a variety of activities, manipulative materials, and equipment as well as time to explore through active involvement.

- All school districts should be required to implement developmentally appropriate practices by the year 2000. Heterogeneous mixed-age groups should be encouraged as an outcome of in-depth understanding and training in developmentally appropriate practices. Mixed-age groups should be implemented at the discretion of local school sites.

- Primary programs should be culturally and linguistically relevant and inclusive for all children. Children's awareness, understanding, and acceptance of diversity should be expanded through multicultural and anti-bias curriculum experiences. Provisions should be made to provide for instruction in the child's first language and communication barriers with parents of differing cultures be removed. Parents and community members should be involved in addressing the cultural needs of the local communities.

Resources:

- Appropriate physical facilities are needed to support developmentally appropriate practices in the primary program. Facilities and furnishings should accommodate flexible arrangements based on child-centered activities. The Oregon Department of Education should provide technical assistance and regulatory relief in the process of securing alternative classroom spaces.

- The task force recommends that appropriate funding for the primary program, kindergarten through grade 3, be at the 1.5 level of basic school support.

Appendix:

A. Task Force Membership

Appendix A

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MIDDLE EDUCATION LEVEL

WHO they are:

The Oregon Educational Act for the 21st Century charged the Department of Education to study and develop plans to ensure that school restructuring addresses the "unique learning and developmental needs of the middle educational levels between the early childhood education and Certificate of Initial Mastery levels," and that the Department report these findings to the 67th Legislative Assembly. The Middle Education Level Task Force accordingly focused on students from age 9 through approximately age 16, or grades 4 through 10. The task force characterizes these students as in varying stages of transition from childhood to adolescence, often in conflict over issues of security versus independence, in a time of self-doubt and questioning, and at a vulnerable time where immediate success often determines future success and sense of self-worth. This is a critical time for preparing students for the future.

HOW the needs of these students can be met:

The task force will make these recommendations to the State Board:

For Students: Small communities be created within grades 4-10 which will foster both intellectual development and camaraderie. Each student will have an adult advisor. Each student will participate in "service learning" that is central to the academic program. "Service learning" is education which emphasizes responsibility to the community. Each student will be perceived as an individual with instruction and curriculum addressing individual needs.

By school year 1995-96, all middle level schools will contain communities of learning no larger than 300 students. Interdisciplinary teams will have one teacher for every 25 students in the community, and each student have an adult advisor. Service learning will be integrated into the curricula, and flexible student groupings and schedules will be based on a variety of individual needs.

Regarding Curricula: Developmentally and culturally appropriate curricula will be developed and implemented and focus on integration across disciplines with inservice and time provided for teachers to develop and implement innovative

strategies. Teacher education programs need to be specific to the needs of middle level students. It is recommended that the Teacher Standards and Practices Commission allow flexibility during the transition period to middle level endorsement. Exploratory programs will be part of middle level education, including exposure at the upper levels to the strands of the Certificate of Advanced Mastery.

Regarding Assessment: Developmentally and culturally appropriate assessment is ongoing until students achieve the Certificate of Initial Mastery. Statewide assessments should take place at grades 4, 8, and 10 (or Certificate of Initial Mastery).

Regarding Staffing: By 1995, new educators should have a middle level endorsement. Teacher education institutions should develop programs leading to middle level endorsement. Districts should use the 30 allowable hours of staff development for activities which create developmentally and culturally appropriate practices with a minimum of 15 hours of staff development dedicated to the recommendations contained in this report.

Regarding Social Services: Because schools are a source of stability and strength for students, social services should be a cooperative effort of the schools and social service agencies.

Regarding Resources: Funding for schools should be available for the implementation and success of the Oregon Educational Act for the 21st Century. Tax credits should be available for businesses participating in youth service learning.

Additional Task Force Recommendations General to All Areas: The task force recommends that model programs be identified in all of these areas for site visits as part of staff development. Applications from schools which have plans to implement the middle level components described in this report should be reviewed during the 1992-93 school year, and funding to implement these model sites should be provided in 1993-94. If funding is available, the Department of Education would provide Requests for Proposals to develop middle level curriculum models and models of performance-based assessment.

Appendix:

A. Task Force Membership

Appendix A

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CERTIFICATE OF INITIAL MASTERY

WHAT it is:

The Certificate of Initial Mastery (CIM) is a measure of student performance and the culmination of a rigorous learning process spanning grades kindergarten through 10. The Certificate of Initial Mastery Task Force believes that three key principles underlie the measurement of student performance. These are:

First, the CIM is indicative of high levels of performance which must eventually meet or exceed "world class" levels. "World class" is descriptive of the educational performance of students of similar age in other industrialized nations.

Second, an assessment system will be needed to indicate when the targeted levels of performance have been met. Such a system must include clearly specified student learning outcomes, standards, and criteria. The assessment system will indicate student progress, at intervals, toward the attainment of the CIM, while also ensuring comparability among all students in the state who are awarded the certificate.

Third, instruction must be dedicated to student success in achieving the prescribed high levels of performance. Curriculum and instruction must be reviewed and revised to become congruent with the CIM outcomes.

Task Force Recommendations:

The outcomes are intended to paint a clear picture of a learner who has a special capability. In the future, as we envision it, a successful person must not only have a broad base of knowledge and skills, but must also be able to apply these flexibly, doing so in ways that ignore the boundaries often associated with subject specific learning. Problems and tasks all students will face will be complex and multi-faceted. Finding solutions and strategies that work will require an ability to draw on and integrate information and processes from multiple disciplines. Acquisition of this ability is one of the central purposes of the CIM program. A commitment to achieve this purpose for our students will have profound consequences for practices in our schools, including the way we structure curriculum and deliver instruction.

The emphasis on integrated, complex performances is indicated through the framework of the outcomes. They have been grouped in two sets — foundation skills and core applications for living.

The two sets of outcomes have complex interdependencies with each other. The foundation skills are important, but not in isolation. They interact with and affect the quality of the performances associated with the core applications. The assessment of the outcomes must, therefore, use an integrated approach to fairly represent the intent of the CIM program.

The task force also acknowledged the role of positive personal characteristics in achieving high standards. Qualities such as responsibility, self-esteem, social skills, and integrity apply to the development of all the CIM outcomes. In fact, the task force believes that the higher levels of performance desired of our students can only be reached if these personal qualities are present. Therefore, the task force believes that schools have a responsibility to establish climates that foster the development of these qualities. Efforts to develop personal qualities should be well integrated with instruction and be reinforced through the overall climate of the school.

The task force, therefore, recommends that students demonstrate high levels of performance in essential outcome areas to earn the certificate. To attain the CIM, a student will demonstrate the ability to:

Foundation Skills	Think	think critically, creatively, and reflectively in making decisions and solving problems.
	Self-Direct Learning	direct his or her own learning, including planning and carrying out complex projects.
	Communicate	communicate through reading, writing, speaking, and listening, and through an integrated use of visual forms such as symbols and graphic images.
	Use Technology	use current technology, including computers, to process information and produce high quality products.
	Quantify	recognize, process, and communicate quantitative relationships.
	Collaborate	participate as a member of a team, including providing leadership for achieving goals and working well with others from diverse backgrounds.
Core Applications for Living	Deliberate on Public Issues	deliberate on public issues which arise in our representative democracy and in the world by applying perspectives from the social sciences.
	Understand Diversity	understand human diversity and communicate in a second language, applying appropriate cultural norms.
	Interpret Human Experience	interpret human experience through literature and the fine and performing arts.
	Apply Science and Math	apply science and math concepts and processes, showing an understanding of how they affect our world.
	Understand Positive Health Habits	understand positive health habits and behaviors that establish and maintain healthy interpersonal relationships.

Additional Task Force Recommendations:

- Increased staff development opportunities for Oregon's teachers and administrators must be made a high priority.
- Students should be awarded the CIM as soon as they have demonstrated they meet all of the requirements.
- Learning which leads to the CIM should include learning to *know* and learning to *do*.
- Local district curriculum offerings should be broader than those which would be needed to meet the CIM requirements.
- Although the reform act calls for benchmarks at grades 3, 5, and 8, the benchmarks should be limited to grades 4 and 8 only. This would be consistent with recommendations from the Non-Graded Primary and Middle Education Level Task Forces and supports the current thinking about what constitutes developmentally appropriate practices for young children.
- State curriculum frameworks should be based on the CIM outcomes and be revised to support them. Outside of these frameworks, there should be no required state curriculum. Additional curriculum frameworks would be advisory.
- Local districts should be able to add additional CIM outcomes if they wish to do so.
- "World class" standards should be established as early as possible so that everyone has a clear, long-range target. However, these standards should be phased in as CIM requirements. The reform act calls for levels of performance to match or exceed national levels by the year 2000 and international "world class" levels by the year 2010.
- The state should move ahead quickly and vigorously to fund a program of development leading to a quality CIM assessment system.
- The state should prescribe outcomes and assessment processes. Local districts should have significant flexibility to design instructional programs that will address CIM outcomes.
- Where and whenever possible, assessment tasks should be integrated to reduce the assessment load.

- Future state assessment efforts should be aligned with the CIM as soon as possible.

- Higher education and Teacher Standards and Practices Commission should work aggressively to revise teacher preparation and licensing to meet the requirements for schooling in the 21st century.

HOW it will be implemented:

In implementing this reform, the Department of Education must develop an assessment system which measures the necessary knowledge and skills to reach each level leading to the CIM. To ensure attainment of this performance standard, local school districts must provide curricula and instruction that meet necessary requirements as presented to the Department of Education and must provide students with additional alternative services if those students are not making satisfactory progress. The CIM will require significant revisions in existing curriculum and instructional practices.

WHEN it becomes a reality:

- On or before **January 1, 1995**, each school district shall present a plan to the Department of Education setting forth the steps the district has taken and intends to take to ensure that its program meets the requirements necessary for students to obtain a CIM. Each district's plan shall include options for achieving the certificate through alternative educational programs, including but not limited to those offered at Learning Centers established pursuant to Section 24 of the Act.

- By the end of the 1996-97 school year, every student shall have the opportunity by 16 years of age or upon completing grade 10 to obtain a CIM.

Appendices:

A. 21st Century Schools Legislation Related to the Certificate of Initial Mastery

B. Elements Needed in an Assessment System that is Used to Certify Initial Mastery

C. Task Force Membership

Appendix A

21st Century Schools Legislation Related to the Certificate of Initial Mastery

21st Century Schools Legislation

HB 3565, SECTION 20.

(1) By the end of the 1996-97 school year, every student shall have the opportunity by 16 years of age or upon completing grade 10 to obtain a Certificate of Initial Mastery.

(2) The State Board of Education shall prescribe the standards, pursuant to sections 2 and 3 of this Act, that a student must meet in order to obtain a Certificate of Initial Mastery. The Certificate of Initial Mastery shall be based on a series of performance-based assessments benchmarked to mastery levels at approximately grades 3, 5, 8 and 10 including but not limited to work samples, tests and portfolios. Students shall be allowed to collect credentials over a period of years, culminating in a project or exhibition that demonstrates attainment of the required knowledge and skills.

(3) Requirements for the Certificate of Initial Mastery shall:
(a) Assure that a student has the knowledge and skills to read, write, problem solve, think critically and communicate across the disciplines, at national levels by the year 2000 and at international levels by the year 2010; and
(b) Assure that students exhibit the capacity to learn, think, reason, retrieve information and work effectively alone and in groups.

(4) A Certificate of Initial Mastery shall be required for entry into college preparatory and academic professional technical programs leading to the appropriate indorsement.

(5) On or before January 1, 1995, each school district shall present a plan to the Department of Education setting forth the steps the district has taken to insure that its curriculum meets the requirements necessary for the students of the district to obtain Certificates of Initial Mastery. Each district's plan shall include options for achieving the certificate through alternative educational programs, including but not limited to those offered at Learning Centers established pursuant to section 24 of this Act.

(6) The provisions of this section may be applied individually as appropriate to students enrolled in special education programs under ORS chapter 343.

(7) The Department of Education shall develop procedures to accommodate out-of-state students, students taught by a parent or private teachers pursuant to ORS 339.035, private school students transferring into public schools and migrant children from other states and countries.

SECTION 21.

(1) The Department of Education shall implement an assessment system for all students, including performance-based assessment of the knowledge and skills necessary to achieve the standards for each mastery level leading to the Certificate of Initial Mastery. However, until this plan is operational, assessment shall continue at grades 3, 5, 8 and 10.

(2) The State Board of Education by rule shall establish criteria for determining whether students have demonstrated the knowledge and skills necessary to perform successfully at each level in the manner described in section 20 of this Act, beginning with the 1994-95 school year.

(3) The resident district shall be accountable for the student's satisfactory progress, as set forth in subsection (4) of this section, or be responsible for finding alternative learning environments, with the concurrence of the student's parents or guardian.

(4) If, at any point, a student is not making satisfactory progress toward attainment of the standard at grades 3, 5, 8 and 10, including the Certificates of Initial Mastery and Advanced Mastery, the school district shall make additional services available to the student, that may include but need not be limited to:
- *(a) A restructured school day;*
- *(b) Additional school days;*
- *(c) Individualized instruction and other alternative instructional practices; and*
- *(d) Family evaluation and social services, as appropriate.*

(5) If the student to whom additional services have been made available fails to demonstrate the knowledge and skills required at the mastery level within one year after the determination under subsection (2) of this section, even though the student would be or is promoted to the next level, the student shall be allowed to transfer to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. The payment shall consist of:
- *(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and*
- *(b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 332.595 (2).*

Appendix B

Elements Needed in an Assessment System that is Used to Certify Initial Mastery

In order to measure student progress relative to each Certificate of Initial Mastery (CIM) outcome, several elements are needed to form a complete assessment system. These elements include the following:

Extended Outcome Definition: Because the outcomes are complex, they will need to be further analyzed to reveal their component parts. Each part must be sufficiently clear so that it can be recognized when a student is performing an assessment task.

General Performance Expectation: This element provides a picture of how well a student must perform in an outcome area in order to be eligible for a CIM. Eventually this will be a description of "world class" performance with respect to a given outcome. What constitutes "world class" performance will need to be defined through cross-cultural research. Standards are probably best thought of as dynamic, periodically needing to be recalibrated as things change.

Task Guidelines: These guidelines provide the information needed to design assessment tasks so that all the tasks will yield comparable judgments about performance. Teachers and others will use these guidelines to develop tasks for students to complete. All task guidelines will have in common a requirement at the CIM level that tasks present complex, whole problems for students to solve, much like those that are encountered in day-to-day life as an adult.

Tasks: This element specifies the actual performance that will be required of students to demonstrate capability relative to an outcome. There will be different kinds of tasks. Some will be required of all students at a particular point in time. This is similar to the process of taking a test today. Others will also be required of all students, but be embedded in the curriculum in a way that causes the student to think of the task as a regular assignment. Still, other tasks will be unique to a given teacher or student, but will add depth and richness to the portfolio of accomplishments.

Scoring System: To judge the adequacy of performance measuring scales, exemplars of performance and criteria identifying the required level of performance for each outcome will have to be prepared. Measuring scales are based on the idea that performance for each outcome area can be described on a range from *not being able to be performed at all* to *being able to be performed at a superior adult level.*

Exemplars of performance are rich descriptions of performance at various levels on these scales. They provide the detail needed to help form a judgment about where on a scale a given performance falls. They may include descriptions as well as samples of student work.

Somewhere on each measuring scale a criterion level of performance will be set which will represent the level required for the CIM. Other criterion levels will be set on each scale that correspond to the levels of performance expected by the end of grades 3, 5, and 8. These intermediate points are the *progress benchmarks* that will help teachers and parents judge whether students are making adequate progress toward the levels of performance required to receive a CIM.

All of these specifications should be available to students, teachers, and parents for each outcome. It is important that the CIM requirements be public so that all involved know what needs to be learned and by what standards they will be evaluated.

Key Concepts in the Design of an Assessment System That is Used to Certify Initial Mastery

An assessment system that supports the concept of a CIM that is held by the task force has several features that depart from standard practice in schools today. One is that the CIM assessment system is based on a portfolio approach where students periodically demonstrate performance in each outcome area. This approach to assessment is cumulative, where students in effect build a case that they are eligible for a CIM. This is dramatically different from a "one-shot" testing approach where a single test score may be used for decision making. Instead, a compelling case is built over time.

Another important feature of a CIM assessment system is that the assessments, or at least many of the assessments, will be so well integrated with instruction that students will not recognize an assessment activity as being anything other than regular instruction. A routine writing assignment in an English class is an example.

Another important aspect of the system is that most of the judgments for determining eligibility for a CIM will be based on an evaluation of "authentic" student performance. This also is dramatically different than most assessment procedures currently used in schools today, and will present a number of challenges when compared with more conventional paper/pencil approaches to assessment.

Finally, the CIM assessment system must provide CIM ELIGIBILITY JUDGMENTS that are comparable from student to student across the entire state.

Appendix C

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CERTIFICATE OF ADVANCED MASTERY

WHAT it is:

The Certificate of Advanced Mastery (CAM) is a measure of student performance which replaces the traditional time and credit based high school diploma. The Certificate of Initial Mastery (CIM) should be earned before a student proceeds to the CAM. The CAM signifies that a student has demonstrated high levels of performance in the curriculum, thus preparing that student to enter the work force, a technical preparatory associate degree program, or advanced baccalaureate program.

Task Force Recommendations:

- Criteria for earning a CAM must include meeting requirements for a college preparatory education, or a professional technical education, or both.
- Use the term "endorsement" to represent each occupational category, with professional technical and college preparatory choices for students available within each category.
- The CAM program is best implemented using areas of context as a basis for program development. As students choose their endorsement(s), learning outcomes become integrated combinations of skills and knowledge.
- The six endorsements within which the CAM is to be pursued should be: Arts and Communications, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, and Natural Resource Systems (see Appendix B).
- Learning that leads to a CAM should include planned activities and projects in varied environments, including work-based learning, classroom instruction, and community service.
- Criteria for earning a CAM include a project that embodies a values/citizenship component.
- The primary responsibility for students pursuing a CAM remains with the residing school district.

- All school systems should provide access to learning opportunities in all endorsements.

- Resolutions should be crafted which direct public agencies and the business community to cooperate with high schools to create and support CAM learning opportunities for students.

- The task force considers the life roles, as identified by the State Board of Education, to be the comprehensive education for all Oregon students.

Certificate of Advanced Mastery Outcomes — Students should demonstrate:

The outcomes listed, must contain a balance of content samples to address all of the life roles. The student completing the CAM will demonstrate the knowledge, skills, and abilities to:

- **Use the context of endorsements and life roles to advance previously learned knowledge and skills:** Effectively apply, transfer, and advance knowledge and skills in communication, mathematics, arts and humanities, health and fitness, and scientific principles and concepts.

- **Show responsible and consistent positive behaviors:** Demonstrate behaviors in self management, citizenship, employability, wellness, safety, integrity, honesty, responsibility, and lifelong learning.

- **Respect diversity:** Develop skills for interacting with people of diverse cultures and backgrounds in the workplace and in their personal and family life.

- **Use systems and structures:** Understand organizational, ecological, social and cultural, economic, and technical systems and structures, including the ability to design, monitor, adjust, and evaluate them.

- **Participate in group decisions:** Work individually and in groups to generate ideas, conceptualize solutions and strategies, and implement and evaluate decisions leading to creative problem solving skills.

- **Use data to communicate:** Acquire, organize, and analyze, evaluate, maintain, and translate into information to communicate using appropriate formats and effective media.

- **Use resources to accomplish goals:** Locate, select, manage, and allocate resources such as time, money, materials, space, and people.

- **Apply technology for personal and occupational needs:** Select equipment and tools, apply technology to specific tasks, and maintain and trouble shoot equipment.

- **Support the development of others:** Support the development of others by teaching, leading, serving, collaborating, and negotiating toward common goals.

HOW it will be implemented:

In implementing this reform, schools will be restructured into endorsement areas of study: Arts and Communications, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, and Natural Resource Systems. Students will choose from endorsement areas based on interests identified through the CIM, but may change programs as appropriate. Curriculum context will extend beyond the classroom into the community, and partnerships with business, organizations, and other entities will promote learning opportunities.

WHEN it will become a reality:

By September 1997, each school district shall institute college preparatory and academic professional technical programs in the endorsement areas that allow students to qualify for a CAM. Study may be undertaken in a public school, community college or public professional technical school, or any combination thereof. School districts shall provide at least two years of study or a combination of work and study.

Appendices:

A. 21st Century Schools Legislation Related to the Certificate of Advanced Mastery

B. Certificate of Advanced Mastery Endorsements

C. Task Force Membership

Appendix A

21st Century Schools Legislation Related to the Certificate of Advanced Mastery

Related Legislation

HB 3565, SECTION 25. (1) Beginning with the 1997-1998 school year, any student who has received a Certificate of Initial Mastery shall be entitled to attend any public educational institution that enrolls the student and provides a program leading to the achievement of a Certificate of Advanced Mastery and a college preparatory or academic professional technical indorsement, or both, and meets the requirements of the State Board of Education.

(2) In establishing the requirements for Certificates of Advanced Mastery with indorsements, the State Board of Education shall facilitate the movement between the indorsements and shall encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to the full range of educational experiences.

(3) The institution shall be reimbursed for the student's tuition by the district in which the student resides pursuant to ORS 339.115 and rules of the State Board of Education, in an amount not to exceed the student's tuition or the amount the district receives for the student from state funds, whichever is less. A school district shall not receive state funds for the student in an amount that exceeds the student's tuition. Any adult who wishes to pursue an indorsement, or any student having earned the Certificate of Advanced Mastery or who has attained 19 years of age and who wishes to continue a program, may do so by paying tuition. As used in this section, "public educational institution" does not include a public school to which a student has transferred under section 21 of this Act.

(4) A high school diploma issued by an accredited private or out-of-state secondary school as signifying successful completion of grade 12 shall be considered acceptable in lieu of a Certificate of Advanced Mastery for purposes of any rights or privileges that attach to the holder of a Certificate of Advanced mastery.

SECTION 27. (1) Commencing no later than September 1997, each school district shall institute programs that allow students to qualify for a Certificate of Advanced Mastery with college preparatory and academic professional technical indorsements. Study may be undertaken in a public school, community college or public professional technical school, or any combination thereof, and must involve at least two years of study or a combination of work and study. The certificate program must include a comprehensive educational component.

(2) The student must demonstrate mastery of knowledge and skills on performance-based assessments, where possible, using work samples, tests, portfolios or other means. All courses necessary for either indorsement shall be available to students irrespective of their chosen indorsement area.

SECTION 28. (1) The Department of Education, the Office of Community College Services and the Oregon State System of Higher Education in consultation with the Oregon Workforce Quality Council shall develop comprehensive education and training programs for two-year to five-year academic professional technical indorsements and associate degrees.

(2) In addition to the requirements of subsection (1) of this section, there may be established a process for industrial certification and a sequence of advanced certification that could be obtained throughout a person's career.

(3) Work groups, including teachers, community members and representatives of business and labor, may be appointed to offer specialized information concerning knowledge and skill requirements for occupations.

(4) Not later than January 1, 1994, no fewer than six broad occupational categories shall be identified, with additional categories added in future years. The education and training curriculum and achievement standards for each occupation and trade selected for students to achieve academic professional technical indorsements or associate degrees in the occupational categories selected shall be developed and available for school districts, community colleges and other training sites.

(5) The curriculum developed for indorsements and associate degrees must include, but need not be limited to, opportunities for structured work experiences, cooperative work and study programs, on-the-job training and apprenticeship programs in addition to other subjects.

(6) In considering where a student can most effectively and economically obtain the knowledge and skills required for the indorsement or the associate degree, the Oregon Workforce Quality Council may recommend integrating 2+2 Programs, the Job Training Partnership Act program, apprenticeship programs and any other state or federal job training program.

SECTION 29. A student who has obtained a Certificate of Initial Mastery and who enrolls in a college preparatory program shall be entitled to receive a Certificate of Advanced Mastery with a college preparatory indorsement if the student meets the requirements established by rule of the State Board of Education, prepared in consultation with the State Board of Higher Education.

Appendix B

Certificate of Advanced Mastery Endorsements

Arts and Communications: Programs of study related to the humanities and to the performing, visual, literary, and media arts. These may include (but are not limited to) architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, and public relations.

Business and Management: Programs of study related to the business environment. These may include (but are not limited to) entrepreneurship, sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services: Programs of study related to the promotion of health as well as the treatment of injuries, conditions, and disease. These may include (but are not limited to) medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene.

Human Resources: Programs of study related to economic, political, and social systems. These may include (but are not limited to) education, law and legal studies, law enforcement, public administration, child and family services, religion, and social services.

Industrial and Engineering Systems: Programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. These may include (but are not limited to) engineering and related technologies, mechanics and repair, manufacturing technology, precision production, and construction.

Natural Resource Systems: Programs of study related to the environment and natural resources. These may include (but are not limited to) agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, and wildlife management.

Appendix C

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SCHOOL CHOICE

WHAT School Choice Means:

The Oregon Educational Act for the 21st Century directs the State Board of Education to prepare a proposed set of guidelines and models to assist school districts that wish to prepare programs of choice. Pursuant to the directives of the Act, the School Choice Task Force believes that "school choice" is the concept of providing *all* students with greater options in their education. Choice should be viewed as one of several strategies which can potentially enhance the quality of public schools and expand educational options.

Task Force Recommendations to the State Board of Education:

- All students shall have a choice in school attendance, subject to approval by the school of choice, in order to provide greater options in their education. Two options are available within the law:

  A *choice of public schools* within or outside a district if, after a year of special assistance, a student is unable to make satisfactory educational progress toward a Certificate of Initial Mastery or Certificate of Advanced Mastery;

  A *choice of programs* offered by any public education institution in the state that relates to a student's long-term career interests and that leads to a Certificate of Advanced Mastery.

- No program of choice shall be allowed to permit segregation on the basis of race, gender, capability or disability conditions.

- All schools should accept the mandate for choice and develop policies which are consistent with the conditions and processes of choice described in HB 3565.

- All families shall have an equal opportunity for choice based upon complete information provided by the schools.

- Programs of choice shall be collaboratively designed, planned, and implemented by parents, students, school staff, and the community.

- The design of choice programs shall reside within the local school district and be described by district policy.
- Choice programs shall allow students to attend schools and educational programs which the parent and child believe to be the best for obtaining assistance in meeting the requirements of a Certificate of Initial Mastery or Certificate of Advanced Mastery.
- The competitiveness likely to be engendered by choice should not reduce cooperation among schools and districts.
- Transportation within a reasonable geographic area should be provided for all students.
- Funding for choice options shall not include public funds for private schools.
- A choice program shall not segregate children with special needs.

Appendices:

A. Legislation Related to School Choice

B. A Statement of Beliefs Endorsed by Task Force Members

C. Options in School and Program Choice

D. Task Force Membership

Appendix A

Legislation Related to School Choice

21st Century Schools Legislation

HB 3565, SECTION 17.

The State Board of Education shall prepare by July 1, 1992, a proposed set of guidelines and models to assist school districts that wish to pursue programs of choice, pursuant to sections 21 and 25 of this Act. The board shall pay particular attention to identifying obstacles that impede choice in terms of laws, rules, state and local policies and practices and transportation considerations. No program of choice under this section shall permit segregation on the basis of race, gender, capability or disabling conditions.

SECTION 21.

(1) The Department of Education shall implement an assessment system for all students, including performance-based assessment of the knowledge and skills necessary to achieve the standards for each mastery level leading to the Certificate of Initial Mastery. However, until this plan is operational, assessment shall continue at grades 3, 5, 8 and 10.

(2) The State Board of Education by rule shall establish criteria for determining whether students have demonstrated the knowledge and skills necessary to perform successfully at each level in the manner described in section 20 of this Act, beginning with the 1994-1995 school year.

(3) The resident district shall be accountable for the student's satisfactory progress, as set forth in subsection (4) of this section, or be responsible for finding alternative learning environments, with the concurrence of the student's parents or guardian.

(4) If, at any point, a student is not making satisfactory progress toward attainment of the standard at grades 3, 5, 8 and 10, including the Certificates of Initial Mastery and Advanced Mastery, the school district shall make additional services available to the student, that may include but need not be limited to:

- ***(a) A restructured school day;***
- ***(b) Additional school days;***
- ***(c) Individualized instruction and other alternative instructional practices; and***
- ***(d) Family evaluation and social services, as appropriate.***

(5) If the student to whom additional services have been made available fails to demonstrate the knowledge and skills required at the

mastery level within one year after the determination under subsection (2) of this section, even though the student would be or is promoted to the next level, the student shall be allowed to transfer to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. The payment shall consist of:

(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and

(b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 332.595(2).

SECTION 25.

(1) Beginning with the 1997-1998 school year, any student who has received a Certificate of Initial Mastery shall be entitled to attend any public educational institution that enrolls the student and provides a program leading to the achievement of a Certificate of Advanced Mastery and a college preparatory or academic/professional technical indorsement, or both, and meets the requirements of the State Board of Education.

(2) In establishing the requirements for Certificates of Advanced Mastery with indorsements, the State Board of Education shall facilitate the movement between the indorsements and shall encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to the full range of educational experiences.

(3) The institution shall be reimbursed for the student's tuition by the district in which the student resides pursuant to ORS 339.115 and rules of the State Board of Education, in an amount not to exceed the student's tuition or the amount the district receives for the student from state funds, whichever is less. A school district shall not receive state funds for the student in an amount that exceeds the student's tuition. Any adult who wishes to pursue an indorsement, or any student having earned the Certificate of Advanced Mastery or who has attained 19 years of age and who wishes to continue a program, may do so by paying tuition. As used in this section, "public educational institution" does not include a public school to which a student has transferred under section 21 of this Act.

(4) A high school diploma issued by an accredited private or out-of-state secondary school as signifying successful completion of grade 12 shall be considered acceptable in lieu of a Certificate of Advanced Mastery for purposes of any rights or privileges that attach to the holder of a Certificate of Advanced Mastery.

Appendix B

A Statement of Beliefs Endorsed by Task Force Members

School choice is the concept of providing all students with greater options in their education. Section 2 (2) of the Oregon Educational Act for the 21st Century declares that: *"Access to a quality education must be provided for all of Oregon's youth regardless of linguistic background, culture, race, gender, capability or geographic location."* No program of choice shall be allowed to permit segregation on the basis of race, gender, capability or disability conditions. The School Choice Task Force believes all students must have a choice.

The use of choice should be viewed as one of several strategies which, in combination with extended time or alternative learning environments, can potentially enhance the quality of our schools. Choice is one way to initiate changes in the system. It is not a panacea. Public school choice should not be considered an end in itself but rather a means to a variety of outcomes. It may serve as the catalyst for school improvement in the promotion of greater equity. Research shows that for choice to be effective, it must first be linked to equal access in combination with other restructuring strategies and policy changes. Our belief is to expand educational opportunity through a variety of strategies, one of which is choice; mobility enriches the educational experience by enhancing the student's learning opportunities.

It is the belief of the task force that in order to establish a general and uniform system of public schools consistent with the equal protection clause of the 14th amendment, we must ensure equal benefits under the law for all.

> "We must make every school worth choosing, there should be a clear indication that choice will distribute the benefits of education more equitably."
>
> Michael Timpane
>
> Voices from the Field

Appendix C

Options in School and Program Choice

In order to develop guidelines, the options available must first be understood. This report describes the minimum range of choices that are mandated by the bill. School districts are encouraged to consider options for a broader range of choice programs that go beyond the scope of the mandated options.

The Oregon Educational Act for the 21st Century under Sections 21 and 25 provides for controlled educational choice with two primary options of school choice mandated. A second-chance program must be offered both at the Certificate of Initial Mastery and at the Certificate of Advanced Mastery levels, and a secondary program must be available at the Certificate of Advanced Mastery level.

THE CERTIFICATE OF INITIAL AND ADVANCED MASTERY OPTION

A second-chance choice program is designed to provide choice in the form of a transfer for public school students at both the Certificate of Initial Mastery and Certificate of Advanced Mastery levels who are unable to succeed in the traditional school setting after one year of alternative learning environments with additional services being available. This option is an intervention model, available at all grade levels to assist students who are not achieving.

The conditions for choice at the Certificate of Initial Mastery level according to Section 21 of House Bill 3565 are as follows:

The resident district shall be accountable for the student's satisfactory progress under subsection (3). If at any point the student is not making satisfactory progress toward the attainment of the standard at grades 3, 5, 8, and 10, including the Certificates of Initial Mastery and Advanced Mastery, the school district shall make additional services available to the student, which may include but not be limited to under subsection (4):

a. A restructured school day;
b. Additional school days;
c. Individualized instruction and other alternative instructional practices; and
d. Family evaluation and social services, as appropriate.

(Beginning with the 1994-95 school year, the State Board of Education shall establish criteria for determining whether students have demonstrated the knowledge and skills necessary to perform successfully at each level.)

It then becomes the responsibility of the resident district to translate that criteria at the local level in order to establish standards of performance by which students' progress is measured. The resident district with the consensus of the parent will determine satisfactory progress.

If the student to whom additional services have been made available fails to demonstrate the knowledge and skills required at the mastery level, within one year after the determination under subsection (2) of this section, even though the student would be or is promoted to the next level, the student shall be allowed to transfer to another public school in the district, or to a public school in another district that agrees to accept the student under subsection (5).

Districts would establish, by policy, the term of the transfer. The accepting district is only responsible for a given period of time. Based on the variables of attendance projection, a district may be unwilling to accept students. Boards must be allowed to negotiate term agreements; however, placement is recommended for a minimum of one year.

The financial support for choice at the Certificate of Initial Mastery level according to Section 21 of House Bill 3565 is:

When the student is unable to demonstrate the knowledge and skills required at the mastery level and is *allowed to transfer to another public school in the district or to another district that agrees to accept the student, the district that receives the student shall be entitled to payment under subsection (5).*

The payment shall consist of an amount equal to the district expense from its local revenue for each student in average daily membership, payable by the resident district in the same year and any state and federal funds the attending district is entitled to receive payable as provided in ORS 332.595(2)(a).

The resident district is responsible for payment only if the student has been determined as not making satisfactory progress. The amount for identified students in programs (e.g., special education, bilingual) may exceed the local revenue for each student in average daily membership. Extreme costs may be a factor in the placement, and may require negotiation between districts. Federal funds normally follow the student with the exception of the use of Chapter I services in a non-targeted school.

THE CERTIFICATE OF ADVANCED MASTERY OPTION

A Certificate of Advanced Mastery choice option will allow public high school students who are enrolled in a program leading to the achievement of a Certificate of Advanced Mastery the option of choice and mobility between endorsements by attending any public educational institution that provides a program leading to a Certificate of Advanced Mastery which meets the requirements of the State Board of Education.

The conditions for secondary choice at the Certificate of Advanced Mastery level according to Section 25 of House Bill 3565 are:

Any student who has received a Certificate of Initial Mastery shall be entitled to attend any public educational institution that enrolls the student and provides a program leading to the achievement of a Certificate of Advanced Mastery and a college preparatory or academic professional technical endorsement, or both, and meets the requirements of the State Board of Education under subsection (1).

The State Board shall establish the requirements for Certificates of Advanced Mastery with endorsements and shall facilitate the movement between the endorsements, and shall encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to a full range of educational experiences under subsection (2).

The financial support for choice at the Certificate of Advanced Mastery level according to Section 25 of House Bill 3565 is:

The public educational institution that enrolls a student *shall be reimbursed for the student's tuition by the district in which the student resides pursuant to ORS 339.115, and the rules of the State Board of Education in an amount not to exceed the student's tuition or the amount the district receives for the student from state funds, whichever is less. A school district shall not receive state funds in an amount that exceeds the student's tuition, under subsection (3).*

The institution shall be reimbursed for the student's tuition by the district in which the student resides. Therefore, the Certificate of Advanced Mastery option becomes an enhancement opportunity, offering students maximum exposure to a full range of educational experiences. Reimbursement of tuition refers to a portion of the resident district's expense from its local revenue for each student in average daily membership. That portion is an amount not to exceed the amount the district receives for the student from state funds and is to be determined based on attendance negotiated between the district and/or the institution.

DISTRICT OPTIONS FOR PLACEMENT

The bill requires at least two placement options previously mentioned.

Intradistrict: Students who meet the conditions may transfer to any school within their resident district boundaries (sometimes referred to as open enrollment). Parents may request that their children attend any school in the district providing there is space available in the school of their choice. Districts may wish to allow programs of intradistrict choice. Open enrollment on a statewide basis with a spirit of cooperation evident is preferred rather than open enrollment based on a competitive model.

Besides "space available" as a condition for placement in the transfer of students, consideration must also be given to plans designed to achieve desegregation. The transfer must meet the condition in that the percentage of minority students in the resident school and/or receiving school is not unbalanced.

Interdistrict: Parents may send their children to any school in any district other than the district in which they reside. The other district must agree to accept the non-resident student with the approval of the resident school district, providing space is available in the non-resident district school and plans designed to achieve desegregation and racial balance are not disrupted.

Appendix D

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ALTERNATIVE LEARNING ENVIRONMENTS

WHAT they are:

Alternative learning environments are environments which provide additional services or programs for students who are not making satisfactory progress toward the benchmarks measured at grades 3, 5, 8, 10, or toward obtaining the Certificate of Initial Mastery or the Certificate of Advanced Mastery. The task force characterizes alternative learning environments as follows:

- Alternative learning environments are for all students, not only those with attendance or behavior problems.
- A learning center can be a concept, a facility, or both.
- Effective alternative learning environments have common, proven research-based characteristics.
- Alternative learning environments are student-centered with parent participation.
- Student outcomes and performances in alternative learning environments are the same as the benchmarks and standards of the Certificates of Initial and Advanced Mastery.
- Alternative learning environments use existing appropriate state and local resources including education service districts.
- Staff development is a major factor in ensuring student success.

Additional Task Force Recommendations:

- Legislation regarding Alternative Education Programs (ORS 339.240-640 and OAR 581-22-317) should be amended to reflect the intent of The Oregon Educational Act for the 21st Century.
- A study of the General Education Diploma skills, relevant to the standards of the Certificate of Initial Mastery and the Certificate of Advanced Mastery, should be conducted by the Office of Community Colleges.

- Current local board policies on Alternative Education Programs should reflect the intent of alternative learning environments in the reform act.

- Preservice training programs at higher education institutions should be infused with new content which addresses alternative learning environments.

HOW alternative learning environments will be implemented:

Each school district should have a plan for keeping students in, or redirecting them to, educational programs and services leading to the Certificate of Initial Mastery and Certificate of Advanced Mastery. The district plan may include the following:

- Involvement of the school site as active participant.

- Programs and activities reflecting effective, researched practices.

- Flexible learning centers, located in the community, which are school-based or school-linked.

- Active connections to local resources and education service districts for provision of alternatives for students.

WHEN alternative learning environments will become a reality:

Districts, in collaboration with local communities, should plan, implement, and evaluate comprehensive staff development to provide options for students to achieve designated benchmarks. On or before **January 1, 1995**, districts shall present a plan to the Oregon Department of Education that includes options for achieving the Certificate of Initial Mastery through alternative education programs.

Appendices:

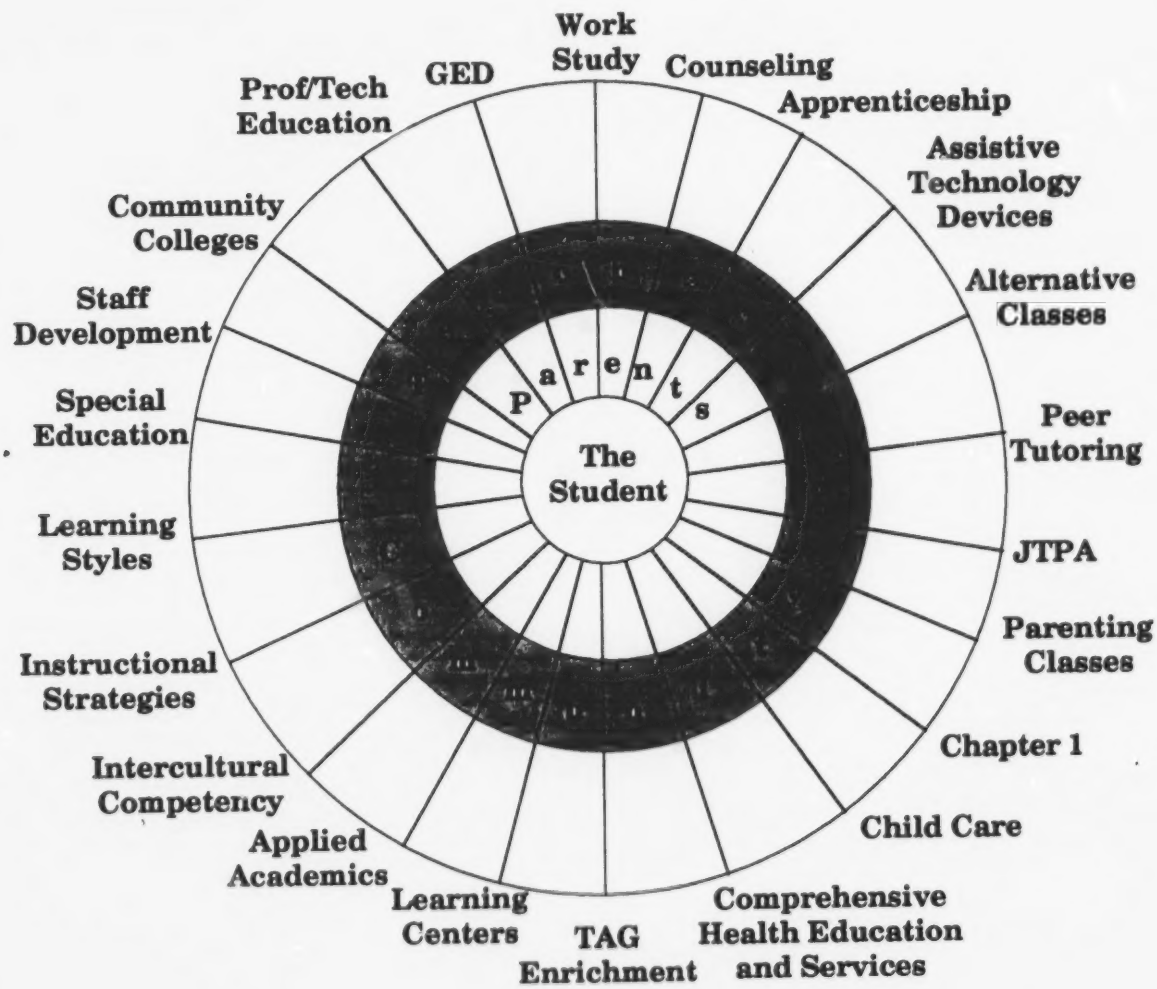
A. Service Delivery Model

B. Task Force Membership

Appendix A

Service Delivery Model
Alternative Learning Environments:
"Everyone Can Succeed"

A student-centered model, supported by teachers, parents/community, programs and services.



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Pat Ruzicka, Curriculum
Rich Schmidt, Professional/Technical
Sharlene Walker, Community College Services

EXTENDED SCHOOL DAY/YEAR

WHAT the extended school day/year is:

The Oregon Educational Act for the 21st Century states that it is the policy of the state to encourage and evaluate development of extended school year programs to meet the educational objectives of the Act. The Act would extend the present basic minimums:

lengthen the school year by hours equivalent to 185 days by 1996
lengthen the school year by hours equivalent to 200 days by 2000
lengthen the school year by hours equivalent to 220 days by 2010.

The task force endorses the extensions specified in the Act, but also recommends redefining the use of "time" itself. The task force believes that time added to the school year will not enhance educational quality in and of itself. The task force believes that skill mastery takes precedence over seat time, that adequate planning/preparation time is essential to effective teaching, and that teaching time include both student contact and noncontact hours. The task force agrees with research which indicates that shorter intervals between school sessions result in greater student learning, and that school facilities best serve their communities when open throughout the year.

Additional Task Force Recommendations:

Time should be restructured for students to engage in:

- Independent study not necessarily within the traditional classroom;
- Use of tools and technologies that enhance learning;
- Career awareness and planning, exploration, and preparation in the community;
- Business, industry, or community-based learning;
- Supervised work experience as laboratories for learning about work; and
- Counseling and guidance programs.

Time should be restructured for teachers to guide as well as instruct, to mentor other teachers, and to collaborate to improve teaching quality.

Time should be restructured for a variety of program needs and shaped to the culture of the school and community.

HOW the extended school day/year will be implemented:

The process for extending the school year needs to involve the local community, including all participants and should involve at least one year of planning with state and local technical assistance. The model selected for each community must be responsive to student and community needs and to meeting the Certificates of Initial and Advanced Mastery requirements. The model must also consider local facilities, transportation, and community based instruction opportunities.

Revision of some current Oregon Administrative Rules will be necessary, including rules regarding definitions of units of credit and graduation requirements.

Fiscal Impact will be mainly in instructional salaries. Additional costs will depend on whether the added time is for direct or indirect student contact. Maintenance costs will not increase pro rata if preventive maintenance is in place. Textbook costs will not increase significantly by extension of the school day/year. Expenses for nutritional programs will increase proportionately, but can be offset by student purchases and subsidy programs.

Models that local planning committees might consider that address student outcomes are:

45-15 Plan — Divides the year into four nine-week terms, separated by four three-week vacations (intersessions), 180-day calendar.

Advantages:

- Provides continuity for instruction;
- Reduces potential for learning loss;
- Provides vacation time each season of the year;
- Allows some flexibility in scheduling work times;
- Costs approximately the same to operate (as other 180-day calendars);
- Intersession time could be used for special programs for either teachers or students.

Note: This track plan would need to be modified to meet the new state requirements. Other considerations would include working with higher education to develop course offering schedules to accommodate this model.

60-20 Plan — Students attend school for 60 days with 20 days for intersession.

Advantages:
- Offers longer instructional and vacation periods; and
- Can be adjusted to meet new state requirements.

60-15 Plan — Instructional period is 60 days and intersession is 15. Provides a common summer vacation of three to four weeks. There are usually five tracks in this model.

90-30 Plan — Two 90-day semesters separated by a 30-day vacation period. School is closed during a longer winter intersession than the traditional school calendar and for a shorter summer break.

Quarter Plan — Four 12-week periods where students are assigned to any combination of three of the four quarters. Students who choose to attend the fourth quarter have the option of attending either off campus or at the school facility. This provides flexibility for staff who could choose whether to work three or four quarters. This fits more closely with the traditional higher education model.

Quinmester Plan — The school year is divided into five parts with students required to attend four of the five sessions. This is more commonly used at the secondary level. The school year may range up to 220 days with intersessions of about seven weeks. This is a single track plan.

Flexible All-Year Plan — The school is open approximately 240 days a year with students required to attend the minimum number of days (or hours) required by the state. Because of the flexibility, learning must be individualized for each student.

Appendix:

A. Task Force Membership

Appendix A

Task Force Membership

Chair - Lucinda Welch, 21st Century Schools Council, Oregon Department of Education (373-7118)

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Pendleton

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Wilson High School
Portland

Rob Worral, Teacher
Salem/Keizer School District
Salem

ODE Staff:
Ray Lindley, Curriculum, Instruction and Field Services
Maurine Otos, Oregon School for the Deaf

EMPLOYMENT OF MINORS

WHAT employment of minors means and the relevance of employment of minors to school reform:

Minors are students who are under 18 years of age. The Oregon Educational Act for the 21st Century states that it is the policy of the State of Oregon to encourage students to remain in school and to earn Certificates of Initial Mastery and Certificates of Advanced Mastery. The Act calls for the State Board of Education, no later than January 1, 1993, to propose rules applicable to the continuation of education of minors who have not obtained Certificates of Initial or Advanced Mastery and who seek to be employed during the school year. If these rules are approved by the Legislative Assembly, they shall take effect July 1, 1997.

The task force proposed rules regarding employment of students under the age of 18 during the school year who have not obtained Certificates of Initial or Advanced Mastery.

Task Force Recommendations:

- Two proposed Oregon Administrative Rules (OARs), one pertaining to the employment of minors who have not obtained a Certificate of Initial Mastery and the other to the employment of minors who have not obtained a Certificate of Advanced Mastery, be adopted.
- The Wage and Hour Division adopt limitation of working hours as stated in these proposed administrative rules. (Note: Unless the Division adopts the proposed OARs as their own, there is no enforcement mechanism.)
- The Wage and Hour Division review and revise its current definitions of "school in session" (days, partial weeks and weeks, e.g., Thanksgiving Day, Memorial Day, teacher inservice days, Labor Day weekend, parent/teacher conference days).
- The Bureau of Labor and Industries develop enforcement provisions for the proposed OARs.
- The Legislature amend Section 22 of HB 3565 to provide that the Wage and Hour Division and the Bureau of Labor and Industries, with the advice of the Department of Education, adopt rules necessary to accomplish the purposes of this section. If no legislative change occurs, the

Department of Education and the Bureau of Labor and Industries should enter into an interagency cooperative agreement which includes provisions for the enforcement of rules adopted pursuant to this section by the Bureau of Labor and Industries.

- A strategy should be developed for educating special interest groups to support and abide by the intent of the proposed OARs.

Appendices:

A. Proposed OAR, Employment of Minors/Certificate of Initial Mastery

B. Proposed OAR, Employment of Minors/Certificate of Advanced Mastery

C. Task Force Membership

Appendix A

Proposed OAR, Employment of Minors/ Certificate of Initial Mastery

ORS 335.125
OAR

581-XX-XXX
Employment of Minors/Certificate of Initial Mastery

(1) It is the policy of the State of Oregon and the Oregon State Board of Education to encourage students to remain in school and to earn their Certificate of Initial Mastery before seeking employment during the regular school year.

(2) A student who has not earned a Certificate of Initial Mastery and is not 18 years of age may not be employed while school is in session. Students may be employed during the regular school year under the following conditions set forth in OAR 839-21-070:
(a) May not work before 7 a.m. or later than 7 p.m.
(b) May work up to three (3) hours a day on school days;
(c) May work up to eight (8) hours a day on non-school days;
(d) May work up to eighteen (18) hours a week in school weeks;
(e) May work up to forty (40) hours a week in nonschool weeks (i.e., Christmas or spring vacation).

(3) As used in section (2) of this rule,
(a) "School is in session" means the hours set in accordance with the official school calendar of the school district in which the minor resides;
(b) "Regular school year" means the school year established by the school district in which the minor resides while employed. The regular school year is reflected in the official school calendar.

(4) A student 16 or 17 years of age who has not earned a Certificate of Initial Mastery (CIM) and who desires to work more hours than allowed by OAR 839-21-070 or can demonstrate appropriate hardship shall:
(a) Obtain a Consent To Work form from the school district;
(b) Obtain permission signatures from the parent/guardian, school authority, and potential employer prior to employment or continuing employment; and
(c) Submit the consent form to the school district for annual review and approval.

(5) When allowing a student who is 16 or 17 years of age and who has not acquired a Certificate of Initial Mastery to work more hours than allowed by OAR 839-21-070, the school authority may give special consideration to (but not be limited to) the following:
(a) Migrant/seasonal workers;
(b) At-risk youth (including gang members);

(c) Teen parents;
(d) Primary family wage earners;
(e) Homeless teens;
(f) Special needs students;
(g) Students with alternative learning styles;
(h) School-administered program (structured work experience);
(i) Emancipated minor; and
(j) Other appropriate hardship cases.

(6) The Oregon Department of Education shall develop guidelines for operational procedures and a Consent To Work form as an option for schools to use.

Define:

Regular School Year — means the school year established by the school district in which the minor resides while employed. The regular school year is reflected in the official school calendar.

Appendix B

Proposed OAR, Employment of Minors/ Certificate of Advanced Mastery

ORS 335.125
OAR

581-XX-XXX
Employment of Minors/Certificate of Advanced Mastery

(1) It is the policy of the State of Oregon and the Oregon State Board of Education to encourage students to remain in school and to earn their Certificate of Advanced Mastery before seeking employment during the regular school year.

(2) A student who has earned a Certificate of Initial Mastery but has not earned a Certificate of Advanced Mastery, is not 18 years of age, and who desires to be employed during the regular school year shall work no more than 24 hours a week.

(3) "Regular school year" means the school year established by the school district in which the minor resides while employed. The regular school year is reflected in the official school calendar.

(4) A student who is over 15 years of age (but not yet 18 years of age) who has earned a Certificate of Initial Mastery but has not earned a Certificate of Advanced Mastery and who desires to work more than 24 hours a week shall:
(a) Obtain a Consent To Work form from the school district;
(b) Obtain permission signatures from the parent/guardian, school authority, and potential employer prior to employment or continuing employment; and
(c) Submit the consent form to the school district for annual review and approval.

(5) When allowing a student who has not acquired a Certificate of Advanced Mastery to work more than 24 hours, the school authority may give special consideration to (but is not limited to) the following:
(a) Migrant/seasonal workers;
(b) At-risk youth (including gang members);
(c) Teen parents;
(d) Primary family wage earners;
(e) Homeless teens;
(f) Special needs students;
(g) Students with alternative learning styles;
(h) School-administered program (structured work experience);
(i) Emancipated minor; and
(j) Other appropriate hardship cases.

(5) The Oregon Department of Education shall develop guidelines for operational procedures and a Consent To Work form as an option for schools to use.

Define:

Regular School Year — means the school year established by the school district in which the minor resides while employed. The regular school year is reflected in the official school calendar.

Appendix C

Task Force Membership

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INTEGRATION OF SOCIAL SERVICES

WHAT it means:

The Oregon Educational Act for the 21st Century includes language which prioritizes "education programs that result in the prevention of human and social costs," and repeatedly emphasizes the need for programs which integrate school and social services to children and families. The Task Force on Integration of Social Services, guided by the reform act, believes that social services can be best planned and delivered when integrated with schools. Integrated services are those in which schools, community agencies, and families work together as full partners. Integration of social services will improve planning, delivery, and effectiveness of services for children. Effective services are those which are timely, personal, economical to families served, and responsive to factors which may interfere with a child's learning and functioning. In addition, integrated social services should support and empower families in addressing the basic needs of their children: nutrition, health, safety, nurturance, shelter, and stimulus to learn.

The task force report results from the collaboration of school personnel and state and local social service providers. It reflects information obtained from state agencies and work groups including the Children's Care Team, the Department of Human Resources, the Oregon Prekindergarten, Early Intervention, Human Investment Strategies, and current research and practices in social service integration.

The task force finds that the following six key elements should be present to implement successful integration of social services:

- Local collaboration. Each community is unique, many models may be developed.
- Shared governance. Participants should include those whom the service serves as well as school and social agencies.
- Common procedural practices among agencies.
- Ready access to all appropriate services from any given entry point.

- Sufficient funding and capacity to access funds for collaboration and prevention.
- Case management services to ensure access and follow up.

Task Force recommendations for implementing the integration of social services:

- Develop a statewide process to support local development of school-linked integration of social services.
- Provide inspired leadership for collaboration.
- Engage in removing turf, governance, fiscal, and access barriers.
- Provide collaborative awareness level training.
- Establish demonstration sites throughout the state with representation of geo-cultural diversity and urban/rural communities.
- Ensure confidentiality practices.
- Establish a statewide resource center.

Appendices:

A. Oregon Benchmarks Associated with the Integration of Social Services With Schools

B. Task Force Membership

Appendix A

Oregon Benchmarks Associated with the Integration of Social Services with Schools

IMPROVED CHILD HEALTH

- √ The birth rate will not exceed 4 per 1,000 females ages 10-17.
- √ 100 percent of mothers of newborns will have received adequate prenatal care.
- √ 98 percent of babies will be at healthy birthweight.
- √ 100 percent of mothers of infants will be free of illicit drugs during pregnancy.
- √ __ percent of mothers of infants will be free of alcohol during pregnancy.
- √ __ percent of mothers of infants will be free of tobacco during pregnancy.
- √ Infant mortality will not exceed 5 per 1,000.
- √ 98 percent of two year olds will be adequately immunized.
- √ 100 percent of babies and toddlers will receive basic health care.

IMPROVED FAMILY FUNCTIONING

- √ The rate of children under 18 who are abused or neglected will not exceed 2 per 1,000.
- √ Fatalities due to child abuse or neglect will be eliminated.
- √ The rate of spousal abuse/domestic violence calls will not exceed 20 per 1,000 households.

IMPROVED SCHOOL READINESS AND STUDENT RETENTION

- √ __ percent of children entering Kindergarten will meet specific developmental standards for their age.
- √ 99 percent of children will complete high school.

IMPROVED READINESS FOR POSITIVE FUNCTIONING IN AN ADULT WORLD

- √ The pregnancy rate will not exceed 8 per 1,000 females age 10-17.
- √ The sexually transmitted disease rate will not exceed 20 per 10,000 children ages 10-19.
- √ 99 percent of 8th graders and 90 percent of 11th graders will be free of involvement with alcohol the previous month as measured by the Oregon Public School Drug Use Survey.
- √ 99 percent of 8th graders and 90 percent of 11th graders will be free of involvement with illicit drugs and tobacco in the previous month as measured by the Oregon Public School Drug Use Survey.

Appendix B

Task Force Membership

Co-Chairs - Pat Jackson, Special Education, Oregon Department of Education (378-3598)
Scott Perry, 21st Century Schools Council, Oregon Department of Education (373-7118)

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SITE BASED DECISION MAKING

WHAT it is:

The Oregon Educational Act for the 21st Century, reconfirming the previous commitments of the Legislative Assembly to school reform (House Bill 2020—1987 and House Bill 2001—1989), calls for the delegation of school decision making to site committees that are established at the school building level. This legislative action is based on these beliefs—that those most closely affected by decisions ought to play a major role in making those decisions and that educational reform will be more effective when carried out by those responsible for the implementation of that reform. Decision making includes but is not limited to developing and implementing professional growth of school staff, improving the school instructional program, and developing and coordinating the implementation of the reform act at the school site. Site based decision making bodies are called 21st Century Schools Councils, and are composed of teachers, classified district employees, administrators, parents, and others.

Major Outcomes of the Work of the Task Force:

Recommendations regarding statutory changes and Oregon Administrative Rules aimed at the implementation of site councils as required by HB 3565, HB 2001, and HB 2020. These include consolidating the requirements of each piece of legislation and eliminating conflicts and overlapping requirements.

Producing "21st Century Schools Councils," a document to assist schools in the process of implementing site councils and site based decision making.

Additional Task Force Recommendations:

- Only one school based 21st Century Schools Council is necessary for meeting the requirements of HB 2020, HB 200l, and HB 3565 at each school site.
- District committees should be optional but may be established to assist with coordination.
- ESDs should not be required to implement site committees unless applying for grants or waivers.
- If a teaching staff is too small in number to accommodate the representation specified, the composition of the council shall be determined by the State Board of Education.

- "Site based management" should be termed "site based decision making."

- Preservice and inservice developed around research and models of effective school based teams is critical for the successful implementation of 21st Century Schools Councils. Time and resources are needed for this initial planning process and training. Districts, as well as the State Board, Oregon Department of Education, and the Legislature, should explore ways to provide these resources.

WHEN are site based decision making councils (21st Century Schools Councils) required?

- By September 1992: Each school district with more than one school shall have established at least one 21st Century Schools Council.

- By September 1994: All school districts shall have at least one school site with a 21st Century Schools Council.

- By September 1995: All school districts shall have a 21st Century Schools Council at each school site.

Appendices:

A. 21st Century Schools Councils

B. Task Force Membership

Appendix A

21st Century Schools Councils

WHAT IS A 21ST CENTURY SCHOOL COUNCIL?
A 21st Century School Council is defined as a body composed of teachers*, classified district employees, administrators, parents of students, and others at the school site.

**Teacher means all certified employees in the public schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers, and who are compensated for their services from public funds. Teacher does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative certificate.*

WHEN ARE 21ST CENTURY SCHOOL COUNCILS REQUIRED?
- September, 1992: Each school district with more than one school shall have established at least one 21st Century School Council.
- September, 1994: All school districts shall have at least one school site with a 21st Century School Council.
- September, 1995: All school districts shall have a 21st Century School Council at each school site.

WHAT ARE THE DUTIES OF THE 21ST CENTURY SCHOOL COUNCIL?
The duties of the 21st Century School Council shall include but are not limited to: a) development and implementation of a plan to improve the professional growth and career opportunities of the school's staff, b) improvement of the school's instructional program, and c) development and coordination of the implementation of this Act at the school site.

Note: The 2020 and 2001 programs do not require additional school site committees other than the 21st Century School Council. A 21st Century School Council applying for 2020 grants or 2001 waivers may have additional required duties.

WHO ARE THE MEMBERS OF THE 21ST CENTURY SCHOOL COUNCIL? HOW ARE THEY SELECTED?
- Teachers, classified district employees, administrators and any designated representatives of the district school board who serve on the School Council shall be selected by the direct election of peers.
- A majority of the school council members shall be active classroom teachers.
- The principal of a school or the principal's designee shall be a member.
- The members of the school council shall appoint parents or guardians of children attending the school and may appoint representatives of the community-at-large.

GUIDELINES

As districts implement 21st Century School Councils, it is acknowledged that there is no single or best model. However, the Task Force on Site Committees believes the effectiveness of school councils will be enhanced if the following components are carefully considered:

Team Building/Trust–Experience from schools in other states which have school councils using school-based decision making and current research, emphasize that trust and respect among participants are essential for a school council to be effective. Staff and council development may include a focus on topics such as problem-solving, team building and conflict resolution which would help build the necessary trust and respect for effectiveness.

Resources–Review the need for financial, human and material resources for a) staff and council development, b) possible recognition for service on the school council, and c) implementation of council decisions. Anticipate that the district will need to implement school councils, according to the aforementioned calendar without financial assistance from the state.

Changing Roles–The roles of school boards, the superintendent and other administrators, teachers, classified personnel and parents, will change regarding the improvement of instruction and staff development. Emerging roles should be explored and supported. The school board's legal authority and responsibility are maintained.

Patience and Careful Planning–Proceed at a measured pace regarding the operation of a school council. Remember, HB 3565 only requires the September 1992 school councils to be "established." Careful planning and wise implementation will promote success.

Decision-making Process–The process of making decisions, the nature of the decisions themselves and accountability for decisions rendered should be resolved early. Decisions need to be made within predetermined parameters.

District/School Relationships–The potential action of a school council in relation to district goals, strategies, school board policies, collective bargaining agreements and other benchmarks of the district's identity should be considered. District councils may be established to help with coordination.

Respect for Diversity–A single school council can simultaneously be innovative and an integral part of the "district family." Expect school councils and schools to be different from one another.

Indicators of Progress–Identify indicators of progress and celebrate accomplishments of the school council.

Communication–Plan for timely and effective communication regarding the school council not only within the school and district, but to parents and the other school publics.

Existing Advisory and Local School Committees–Coordinate the school council's role and authority with existing citizen advisory committees, parent organizations and/or local school committees. Clarify respective roles and authority early in the process.

BEST COPY AVAILABLE

Appendix B

Task Force Membership

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COSA
Salem

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Jefferson

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Medford

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Oregon City

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Jack Lortz, Supt./Principal
Annex School District
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Mike McClain, Principal
Crater High School
Central Point

Lennice Nichols, Teacher
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Gearhart

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Marshall High School
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Mike Richards, Field Rep.
Oregon School Employees Assoc.
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Eugene

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TIMELINE

ODE Development/Implementation of HB 3565

8/1/91
Appt. 21st Century School State Adv. Comm.

12/31/91
Adopt rules for Early Childhood Improv. Program

7/1/92
Development of School Choice Guidelines

1st review & adoption of CCGs & ELSs

Approve applications for Early Childhood Improv. Program

9/1/92
Issue 1st OR Report Card

Models for nongraded primary program developed

Hire 6 Dating OR Ed.

9/92
One school council in each district with more than one building

1/93
Report on feasibility of districts implementing non-graded primary programs

State Bd. of Higher Ed will develop programs & tch. prep related to this Act

Report on all plans for implementation & rules to Leg. Assembly including proposed rules for employment of minors

1/94
Curr. & standards identified to achieve prof/tech use endorsements in 6 categ.

State Bd. establish criteria for CIM & CAM

9/94
All school dist. shall have at least one school site with a 21st Cent. Sch. Council

1/95
Each dist. submits plan to insure its curr. meets the req. of the CIM & CAM

Plan to establish alt. learning environ. including learning centers

9/95
Every school site shall have a 21st Century Schools Council

1/96
Funding avail. for 50% of children eligible for Head Start

School year lengthened to 185 days

On-site school visits every 3 yrs.

1% of State School Fund for Sch. Impr. Programs

6/97
CIM for every student

School dist. shall institute programs leading to CAM

7/1/97
CIM students can attend any public education institution w/tuition paid by dist. to achieve CAM

1998
Full funding for all children eligible for Head Start

2000
Best educated citizens in the nation

School year lengthened to 200 days

2010
Work-force equal to any in the world

School year lengthened to 220 days

*CIM = Certificate of Initial Mastery

*CAM = Certificate of Advanced Mastery

*CCGs = Common Curriculum Goals

*ELSs = Essential Learning Skills

TCS 2 2RR
10/22/92

BEST COPY AVAILABLE

GRANTS GIVEN TO SUPPORT THE REFORM ACT
1992-93

STUDENT PERFORMANCE ASSESSMENT SITES

Purpose: To develop assessment models focused on the Certificate of Initial Mastery

School	District	Contact Person
Crater High	Central Point 6	Mike McClain
Dayton High	Dayton 8	Joanne Flint
Fairplay Elementary	Corvallis 509J	Julie McCann
Gates Primary	Mill City-Gates 129J	Kim Maurer
Kennedy Middle	Eugene 4J	Cynthia Turley
Lakeridge High	Lake Oswego 7J	John Gagan
Reynolds High	Reynolds 7	Teresa Osborne

WORKFORCE 2000 GRANTS
CIM/CAM DEVELOPMENTAL SITES

Purpose: To develop programs that may serve as models for the Certificate of Initial and Advanced Mastery

School	District	Contact Person
Willamette High	Bethel 52	Jim Jamieson/Andrea Newton
David Douglas High	David Douglas 40	Kathy Lillis/John Harrington
Cottage Grove High	South Lane 45J3	Ed Otton
Crater High	Central Point 6	Mike McClain/Jerry Swartzly
Roosevelt High	Portland 1J	Jim Wernsing/George Galati
Clatsop ESD Consortium	Clatsop ESD	Dick Laughlin/Len Carpenter/ Doreen Dailey

NON-GRADED PRIMARY SITES

Purpose: To implement programs that involve mixed-age groupings of children in grades K-3.

School	District	Contact Person
Gore Elementary	Gore 81	Ronald F. O'Day
London Elementary	South Lane 45J3	Julie DePauw
Boeckman Creek Primary	West Linn	Nancy Hayes
Brattain Elementary	Springfield 19	Pat Bedore
Eastern OR Consortium	La Grande 1	Jens Robinson
-Greenwood Elementary	La Grande 1	Ray Westenskow
-Ackerman Lab School	La Grande 1	Barbara Fabert
Westmoreland Elementary	Eugene 4J	Dennis Arendt
Beaver Acres	Beaverton 48J	Lee Wick
Lincoln Elementary	Corvallis 509J	Dan Hays
Lynch View School	Centennial 28J	Susan Coady
Sabin Early Childhood Education Center	Portland 1J	Michael Jordan

Norma Paulus
State Superintendent of Public Instruction

Oregon Department of Education
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